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ABSTRACT

These workshop modules focus on helping teachers to expand their self image, to make explicit the mental image of a nonsexist person, and to help their students recognize and internalize their own mental pictures of nonsexist behaviors. Handouts include profiles of nonsexist behavior, fictionalized examples of nonsexist behavior, a self assessment chart, and excerpts of literature pertaining to motivation and change. Teaching strategies are outlined for making students aware of the nonsexist components. A booklet for teachers to use with their students presents classroom activities that identify and reinforce nonsexist behavior through direct and indirect approaches. (JD)

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Module #6

The Components of a Nonsexist Person

Module #7

Teaching the Components of a Nonsexist Person

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Women's Educational Equity Act Program
U.S. Department of Health, Education, and Welfare
Office of Education

SP 016 016

TEACHER SKILL GUIDE FOR COMBATTING SEXISM

Module #6

The Components of a Nonsexist Person

Module #7

Teaching the Components of a Nonsexist Person

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MODULE #6: THE COMPONENTS OF A NONSEXIST PERSON

OBJECTIVES

*To help participants understand the power of an expanded mental picture in producing positive change

*To strenghten, enrich and make explicit the mental picture of a nonsexist person

SUGGESTED TIMING

	Activity	Suggested Time
I.	Brief theoretical lecture	5 minutes
II.	Recalling the power of an expanded mental picture	20 minutes
III.	Overview of the module	5 minutes
IV.	Thinking about the characteristics of nonsexist people	30 minutes
V.	Introducing the components of a nonsexist person	15 minutes
VI.	Familiarizing participants with the components	20 minutes
VII.	Personalizing the components	75 minutes
VIII.	Self-assessment about the components	5 minutes

WORKSHOP DESIGN

Activity I. Brief theoretical lecture

Objective

*To introduce the theoretical basis for working on the components of a nonsexist person

A. To the leader:

1. Present a brief lecture, such as the following:

"Basically there are two theories underlying the approach I will be presenting today. One is the theory of self-consistency, which holds that people normally strive to maintain the image they have of themselves. For example, a child who sees her- or himself as a troublemaker will strive to live up to that image be getting into trouble. Someone who sees her- or himself as a dependable person will strive to live up to that image by behaving in dependable ways. Therefore, a person who thinks of her- or himself as nonsexist will strive to behave in nonsexist ways.

"The second theory is based on the work of David McClelland, the social psychologist who popularized the notion of achievement motivation. He presents twelve propositions that should underlie efforts to motivate change and growth. One of these propositions explores the power of a rich associative network (or an expanded mental picture) in increasing achievement motivation. Clearly, the points he makes can also be applied to the challenge of motivating people to move toward nonsexism."

2. Develop the rest of your lecture by summarizing the excerpt of McClelland's work which is presented in this module's Background Reading (page 15).

Activity II. Recalling the power of an expanded mental picture

Objective

*To have participants recall an experience of personal change motivated by an expanded mental picture

A. To the leader:

1. Introduce this activity by explaining that participants will be focusing on a process of recall. They will be trying to remember, in detail, an experience of personal change that was motivated by an expanded mental picture of a new role or self-image.
2. Model the recall process by talking about an experience from your own life. The following is an example:
   a. "When I first started teaching, I thought a good teacher was one who prepared her or his lessons well, could present a clear lesson to the entire class, kept discipline, and got exams corrected on time. However, as I learned more about teaching through experience and the example of others, some of my ideas about what it meant to be a good teacher changed.

      "More importantly, my mental picture of a good teacher expanded. I came to think that a good teacher was someone who not only did all the things I've already talked about, but who also showed caring and support for her or his students. A good teacher could present a lesson to the entire class and could also individualize instruction to meet the needs of each student. A good teacher could set up learning centers and present the same material in a variety of ways. A good teacher could help involve students in both academic and non-academic pursuits. A good teacher could help students feel good about themselves as people.

      "I can remember the time when I realized that a good teacher doesn't take out personal frustrations on students. I worked with a principal who complained about the noise whenever my students worked in small groups. One time, when the principal lashed out at me, my temptation was to lash out at my students. But I can remember very clearly saying to myself, 'No, don't take out your hurt on your students. A good teacher doesn't do that.'

      "I never saw myself as a 'perfect' teacher, but deep down I did consider myself a good teacher. As time went on, and my mental picture of a good teacher expanded, I really did strive to incorporate the new image into my own repertoire."
3. Ask participants to sit by themselves, close their eyes, and concentrate on the images that come to mind as you read the following aloud:
   a. "Let the roles that you have played and are playing pass through your mind: both large roles (mother, father, teacher, husband, religious member, middle-aged person, etc.) and less inclusive roles (musician, athlete, vacationer, sports fan,

etc.). As these roles pass through your mind, ask yourself this question: 'Did this role change for me (at least in part) because I was presented with an expanded, richer image of what the role entailed?'

"What you come to a role on which the presentation of an expanded mental picture had an impact, stay with the role and trace your memory of its development in your life: How did the expanded image come to you? Through a real-life model? Through a character in literature or on TV? Through a concept or academic content? Through a national movement? Think about the time in your life when the expanded image appeared: What impact did it have? How has your image of the role expanded? What effect has the expanded image had on your life?"

b. Allow participants to consider their thoughts for five minutes.

4. Ask participants to form pairs and to discuss any thoughts and awarenesses they want to share.

Activity III. Overview of the module

Objective

*To present the sequence of activities that focus on the components of a nonsexist person

A. To the leader:

1. Explain that you will be asking participants to focus on expanding their mental picture of what it means to be a nonsexist person, by working through the following sequence:
   a. Thinking about their personal definitions of nonsexism;
   b. Reading through and working with an "official" definition of nonsexism (the eight components of a nonsexist person);
   c. Exploring the components, personally and professionally;
   d. Developing (in subsequent modules) strategies for expanding their students' mental picture of the components of a nonsexist person.

Activity IV. Thinking about the characteristics of nonsexist people

Objective

*To have participants think about nonsexist behaviors and characteristics in terms of their own experiences with other people

A. To the leader:

1. Have participants form small work groups (of four members).
2. Ask each participants mentally to identify two people:
   a. The most nonsexist female they know (a relative, an acquaintance, a ficitonal character, an historical character, etc.)
   b. The most nonsexist male they know (a relative, an acquaintance, a fictional or historical character, etc.).
3. Ask each participant to think about the thoughts, feelings, and behaviors of the people they have identified as most nonsexist.

4. Have members of each small work group discuss their ideas and awarenesses. One member of each group should take notes during the discussion.
5. Ask for volunteer from each small group. Volunteers will present highlights from the small groups' discussions to all of the participants.

Activity V. Introducing the components of a nonsexist person

Objective
*To present a comprehensive, ideal list of the components of a nonsexist person

A. To the leader:
1. Distribute Handout I, "The Components of a Nonsexist Person" (pages 7-8), to each participant.
2. Ask that participants read through Handout I as you review it with them. Be sure to make the following points:
   a. The list of eight components was developed after much discussion and change; it is not the only possible list and it is probably not all-inclusive; however, it does present a workable, expanded image of nonsexism.
   b. There are two kinds of items on the list of components: items one through three are important because they describe a person who is aware of traditional stereotypes; items four through eight describe an androgynous ideal.

Activity VI. Familiarizing participants with the components

Objective
*To encourage participants to recognize and recall behavioral manifestations of the components of a nonsexist person

A. To the leader:
1. Distribute Handout II, "The Components: Some Behavioral Examples from Fairy Tales" (pages 9-10).
2. Review the handout, encouraging participants to add other examples.
3. Ask that participants get into working pairs.
   a. Assign one component to each pair.
   b. Ask each pair to discuss their component in terms of the ways in which it might be behaviorally demonstrated. Participants can add to Handout II to get started, but should also generate real-life behavioral possibilities.
4. Distribute to all participants Handout III, "Snow White: A Nonsexist Version" (pages 11-12).
   a. Read the story aloud while participants follow along.
   b. Ask that each pair of participants focus on finding one behavioral example of their assigned component within the story.
5. When the story is finished, ask each pair of participants to report the behavioral example of their component to the whole group.

Activity VII. Personalizing the components

Objective

*To allow participants to explore the specific and personal meaning of the components for females and for males

A. To the leader:

1. Have participants form same-sex groups of four or five members.
2. Ask each group to review the eight components, focusing on these questions:
   a. What are the personal issues and needs in each component for members of your gender?
   b. How are these issues specific to your gender? (E.g., Component five presents the ideal of expressing a wide range of emotions; for females this might mean expressions of anger; for males it might mean expressions of toughness, confidence, fear, anxiety, compassion).
3. Ask for at least one volunteer from each of the small, same-sex groups. Females who volunteer will form a new group, responsible for sharing the ideas generated in their small groups about the meaning of the components for women. In parallel fashion, male volunteers will share the ideas generated in their small groups about the meaning of the components for men.
   a. Have participants arrange their chairs into two circles.
      1) Female volunteers form a small inner circle which should contain one empty chair.
      2) All other participants form a larger outside circle.
      3) Females in the inner circle report the ideas generated in their small groups about the meaning of the components for women.
      4) Outer circle participants must listen only; if they wish to join the inner circle discussion they can move to the empty chair, share an idea or thought, and then return to the outer circle.
   b. Have participants change places, so that male volunteers form the small inner circle to share their ideas about the meaning of the components for men.
      1) All of the rules about listening and moving into the empty chair to talk should be maintained.

Activity VIII. Self-assessment about the components

Objective

*To present participants with a format for assessing their own progress toward becoming more nonsexist

A. To the leader:

1. Distribute Handout IV, "The Components: A Self-Assessment" (page 13).
2. Review the handout briefly.
3. Instruct participants to take it home with them and spend some time alone thinking about it and assessing themselves.
   a. It may be helpful to reassign this task at regular intervals.

Module #6: Handout I

THE COMPONENTS OF A NONSEXIST PERSON

1. Being alert to evidences of sex bias in oneself, in other people, in the media, and in society at large.

   (e.g., noticing stereotypes presented during TV commercials, realizing when people stereotype each other, recognizing exclusionary language, etc.)

2. Treating females and males with equal respect and attention.

   (e.g., listening attentively to women as well as to men during discussions, opening doors for others regardless of their sex, etc.)

3. Openly confronting sex bias in oneself, in others, in the media, and in society at large.

   (e.g., asserting one's right to be treated professionally regardless of sex, confronting people who refuse to try out nontraditional behaviors or skills, writing to protest the use of exclusionary language or sex biased ads in magazines or newspapers, etc.)

4. Recognizing and taking steps to develop a wide range of personal qualities, skills and interests.

   (e.g., learning, as a female, to take risks, fix cars, compete in athletics; learning, as a male, to express tenderness, cook dinner, assume major role in childrearing, etc.)

5. Feeling and expressing a wide range of emotions that go beyond the limits of traditional sex-role socialization.

   (e.g., expressing, as a female, toughness, harshness, detachment, anger; expressing, as a male, sadness over a loss, insecurity, tenderness)

6. Acknowledging a wide range of strengths and weaknesses both in oneself and in others.

   (e.g., acknowledging, as a female, personal attributes such as competence and authority; acknowledging, as a male, personal attributes such as sensitivity and tenderness; being able to interact with people according to real strengths and weaknesses instead of stereotypes; etc.)

7. Taking steps to assume control of and responsibility for one's physical self.

   (e.g., learning to jog, play tennis, or get involved in other forms of exercise; learning to engage in sex only when it is a mutual decision; learning techniques for self-defense and for self-examination, etc.)

8. Seeking to become more autonomous and independent.

   (e.g., learning to make independent decisions, relying on oneself for motivation, establishing internal reward standards, etc.)

Module #6: Handout II

THE COMPONENTS: SOME BEHAVIORAL EXAMPLES FROM FAIRY TALES

1. Being alert to evidences of sex bias in oneself, in other people, in the media, and in society at large.

   *The Prince in "Cinderella" comes to the realization that he is only open to marrying a gorgeous woman with tiny, delicate feet.
   *The dwarfs in "Snow White" admit that they're buying into traditional role behaviors by offering to support and protect Snow White as long as she'll cook and clean house for them.

2. Treating females and males with equal respect and attention.

   *In "Hansel and Gretel," the wicked witch shows absolutely no preferential treatment of either child and decides to pop both of them into the oven at exactly the same moment.

3. Openly confronting sex bias in oneself, in others, in the media, and in society at large.

   *The Prince discovers Sleeping Beauty in her tower, and awakens her with a kiss. As he sweeps her off on horseback to become his bride, she realizes that he knows nothing about her as a person and exclaims: "You're only interested in me for my beauty and I refuse to be treated as an object!"
   *The giant in "Jack and the Beanstalk" makes a deliberate effort to use nonexclusionary language and bellows: "Fee, fie, fo, fum, I smell the blood of an Englishperson!"

4. Recognizing and taking steps to develop a wide range of personal qualities, skills and interests.

   *Snow White decides to expand her horizons and goes off to work in the mines along with the dwarfs. She's always been interested in learning how the jewels she wore as a princess were excavated. She extends her interest and opens a small, but successful, jewelry store.

5. Feeling and expressing a wide range of emotions that go beyond the limits of traditional sex-role socialization.

   *The huntsman who is ordered by the wicked Queen to kill Snow White feels compassion for the girl. He saves her life, even at the risk of his own.

*Rapunzel comes to terms with her anger at being trapped in the witch's tower and with her frustration at the Prince's method of climbing up her hair to visit her. She finally tells him: "I don't care how risky it is. Get over here and rescue me, and use a ladder this time!"

6. Acknowledging a wide range of strengths and weaknesses both in oneself and in others.

*The Queen in "Snow White" decides to become more active as a monarch and develops her abilities to be an effective leader.

7. Taking steps to assume control of and responsibility for one's physical self.

*Little Red Riding Hood makes up her mind to stay out of the forest until she's completed a course in self-defense techniques.

8. Seeking to become more autonomous and independent.

*When Snow White is revived by the Prince, who asks her to marry him, she replies: "It sounds like a good offer, Prince. But frankly, I've always wanted to study at Julliard."
*Rapunzel decides to stop being so dependent on the Prince. She cuts off her long hair, twists it into a ladder, and lets herself out of her prison in the witch's tower.

Module #6: Handout III

SNOW WHITE: A NONSEXIST VERSION

Most people think that the story of Snow White is the tale of a young girl and her wicked stepmother. This is not so. Snow White is really the saga of a troubled woman. Today you are going to hear the unvarnished version, with the tragic woman in her rightful place on center stage.

The Queen was trapped by an insidious form of oppression commonly found in sex biased societies. She had been raised from birth with a single goal firmly implanted in her heart and soul: to be a beautiful creature. As this goal was pressed on her until it became her own, her other natural talents atrophied; the few talents she continued to possess she could not recognize as valuable in herself. Everything and every person was measured and valued according to the single criterion of physical beauty. The Queen had little in common with her stepdaughter, who was into carpentry and basketball among other things.

As the story opens, the Queen is caught up in a terrible anxiety. Each day that passes adds a day to her age and she knows only too well that time is her deadliest enemy. It will hack and chip away at her beauty until she becomes a hag; and then she will be nothing.

This fear had assumed such control over the Queen's life that she would travel everyday to her magic mirror and ask: "Mirror, mirror on the wall, who's the fairest of them all?" Always, the mirror would reply: "Thou art, oh Queen." When Snow White was around to witness this pitiful ritual she would try to reason with her stepmother, saying: "It may be true that your physical beauty is passing away, but you have much more going for you than that! You are very intelligent, you speak well, and you possess real leadership ability." The Queen would answer: "You're right, Snow White. Somewhere, deep inside me, what you are saying strikes a note of truth." But when Snow White was not there, all the shame and depression would return. The Queen would find herself drawn to the mirror anew.

The King cared deeply for his Queen. He had done much reading on the subject of expanding options (for example, The Liberated King: A Woman Speaks), but he was at a loss about his wife's problem. He would tell Snow White: "I'm so confused. I don't know what to do to help her." Although Snow White shared the King's sadness, she also felt a cold rage settle over her. She would reply angrily to her father: "Here is a lovely and capable woman who has been twisted into misery be believing the messages in magazines and on TV. Why, the very air she breathes is contaminated! We must openly confront the lies she is living and encourage her to recognize and develop her other strengths. We must be very supportive, and help her change."

One day, Snow White was deeply engrossed in reading her copy of the Hite Report. Her father was drawing up a list of new council members, to include an equal number of male and female advisors. The Queen was furtively making her daily trip to the magic mirror. Only on this day, the one thing the Queen feared most finally happened. The mirror told her: "Although you are very fair, the young Snow White is fairer still!" Upon hearing this, the Queen moaned in anguish, thinking: "My own husband's daughter! She always tells me that beauty is not my only asset, but it was all lies! She has been secretly plotting

against me all long!" The Queen went totally berserk. She locked her chamber doors and smashed the magic mirror, which fell to the floor as so many pieces of eight. She flailed her arms wildly and paced rapidly back and forth across the room. After several hours, she slipped to the floor and lay unconscious, surrounded by the jagged splinters of the broken mirror. A deep fever took hold of her.

The King insisted on taking personal care of the Queen during her delirium. He bathed her fevered brow and urged liquids between her reluctant lips. He wept without reserve at the plight of his beloved, but Snow White was beyond tears. She sat and pondered long into the night. When the dawn came, she swore on the new day that she would dedicate her life to fighting the insidious form of oppression that had ruined her stepmother's life. She realized that this would not be easy. It would mean breaking away from the crowd; it would mean discarding the empty honors of being a princess; it would mean assuming a totally different life style. But, although she felt some fear, she was filled with determination and strength.

The Queen got over her fever, thanks to the careful ministrations of her devoted husband; but she never fully recovered her spirit. She spent the rest of her days mixing strange potions which she would ply on unsuspecting townspeople. Although no longer given to easy conversation, she was often known to stop those who came and went through the kingdom, saying: "I was once quite lovely, you know!"

Module #6: Handout IV

THE COMPONENTS: A SELF-ASSESSMENT

For each component, check the box that indicates your present level of incorporating it into your own self-image and behavior. Repeat this process from time to time to monitor your progress as you move toward becoming more nonsexist.

THE COMPONENTS OF A NONSEXIST PERSON	I do not value this component at the present time.	I am aware of this component but not acting on it yet.	I am deliberately working on this component.	I am pleased with my progress on this component.	I'm there! This component usually is no problem for me.
Being alert to evidences of sex bias in myself, in other people, in the media, and in society at large.					
Treating females and males with equal respect and attention.					
Openly confronting sex bias in myself, in others, in the media, and in society at large.					
Recognizing and taking steps to develop a wide range of personal qualities, skills and interests.					
Feeling and expressing a wide range of emotions that go beyond the limits of traditional sex-role socialization.					
Acknowledging a wide range of strengths and weaknesses both in myself and in others.					
Taking steps to assume control of and responsibility for my physical self.					
Seeking to become more autonomous and independent.					

BACKGROUND READING

I. TOWARD A THEORY OF MOTIVE ACQUISITION*

David McClelland

Proposition 3. The more thoroughly an individual develops and clearly conceptualizes the associative network defining the motive, the more likely (she) he is to develop the motive.

The original empirical support for this proposition came from the radical behaviorist Skinnerian viewpoint: If the associative responses are the motive (by definition), to strengthen them one should elicit them and reinforce them, as one would shape up any response by reinforcement (cf. Skinner, 1953). But, support for this proposition also derives from other sources, particularly the "set" experiments. For decades laboratory psychologists have know that one of the easiest and most effective ways to change behavior is to change the subject's set. If (she) he is responding to stimulus words with the names of animals, tell (her) him to respond with the names of vegetables, or with words meaning the opposite, and (she) he changes (her)his behavior immediately and efficiently without a mistake. At a more complex level Orne (1962) had pointed out how powerful a set like "This is an experiment" can be. He points out that if you were to go up to a stranger and say something like "Lie down!" (she)he would in all probability either laugh or escape as soon as possible. But, if you say "This is an experiment! Lie down!" more often than not, if there are other supporting cues, the person will do so. Orne has demonstrated how subjects will perform nonsensical and fatiguing tasks for very long periods of time under the set that "This is an experiment." At an even more complex level, sociologists have demonstrated often how quickly a person will change (her) his behavior as (she) he adopts a new role set (as a parent, a teacher, a public official, etc.). In all these cases an associative network exists usually with a label conveniently attached which we call set and which, when it is aroused or becomes salient, proceeds to control behavior very effectively. The purpose of this part of our course is to give the subjects a set or a carefully worked out associative network with appropriate words or labels to describe all its various aspects. The power of words on controlling behavior has also been well documented (cf. Brown, 1958).

It is important to stress that it is not just the label (an Achievement) which is taught. The person must be able to produce easily and often the new associative network itself. It is here that our research comes closest to traditional therapy which could be understood as the prolonged and laborious formation of new associative networks to replace anxiety laden ones. That is, the person over times comes to form a new associative network covering (her) his relations, for example, to (her) his father and mother, which still later (she) he may label an "unresolved Oedipus complex." When cues arise that formerly would have produced anxiety laden associations, they now evoke this new complex instead, blocking out the "bad" associations by associative interference. But all therapists, whether Freudian or Rogerian, insist that the person must learn to produce these associations in their new form, that teaching the label is not enough. In fact, this is probably why so called directive therapy is ineffective: it tries to substitute new constructs ("You should become an achiever") for old neurotic or ineffective ones ("rather than being such a slob") without changing the associative networks which underlie these surface

*Selected excerpts from David McClelland, "Toward a Theory of Motive Acquisition," American Psychologist, 20 (5), May 1965, pp. 321-333. c 1965 by the American Psychological Association. Reprinted with permission.

labels. A change in set such as "Respond with names of vegetables" will not work unless the person has a whole associative network which defines the meaning of the set. The relation of this argument is obvious both to Kelley's (1955) insistence on the importance of personal constructs and to the general semanticists' complaints about the neurotic effects of mislabeling or overabstraction (Korzybsky, 1941).

But, theoretically speaking, why should a change in set as an associative network be so influential in controlling thought and action? The explanation lies in part in its symbolic character. Learned acts have limited influence because they often depend on reality supports (as in typewriting), but learned thoughts (symbolic acts) can occur any time, any place, in any connection, and be applied to whatever the person is doing. They are more generalizable. Acts can also be inhibited more easily than thoughts. Isak Dinesen tells the story of the oracle who told the king he would get his wish so long as he never thought of the left eye of a camel. Needless to say, the king did not get his wish, but he could easily have obeyed her prohibition if it had been to avoid looking at the eye of a camel. Thoughts once acquired gain more control over thoughts and actions than acquired acts do because they are harder to inhibit. But why do they gain control over actions? Are not thoughts substitutes for actions? Cannot a (woman) man learn to think achievement thoughts and still not act like an achiever in any way? The question is taken up again under the next proposition, but is well to remember here that thoughts are symbolic acts and that practice of symbolic acts facilitates performing the real acts (cf. Hovland, 1951, p. 644).

MODULE #7

TEACHING THE COMPONENTS OF A NONSEXIST PERSON

MODULE #7: TEACHING THE COMPONENTS OF A NONSEXIST PERSON

OBJECTIVES

*To explore a variety of ways participants can help their students recognize and begin to internalize the mental picture of a nonsexist person

*To help participants crystallize an appropriate entry point for building some combination of components of a nonsexist person in their students

SUGGESTED TIMING

Activity	Suggested Time
I. Overview and introduction to teaching alternatives	30 minutes
II. Choosing between teaching alternatives	15 minutes
III. Developing teaching strategies	50 minutes

WORKSHOP DESIGN

Activity I. Overview and introduction to teaching alternatives

Objectives

*To summarize the direction of the course to date

*To present two teaching alternatives for introducing the components of a nonsexist person into participants' classroom

A. To the leader:

1. Present a discussion of the direction the course has taken and will take. Include such points as the following:

"We're at a juncture. To date, you, the participants, could have been applying what you've learned from this course in your own classroom setting in several ways, without necessarily confronting the issue of sexism head on.

"You'll remember that Module #1 treated the crucial issue of realizing the impact that other peoples' expectations can have on us. As teachers, we have tremendous influence on our students, and a major point of Module #1 was to get you to examine your own behavior.

"In Module #2, we took a look at curricular materials and their sex bias, and we talked about how this bias can affect students' self-images, thoughts, and feelings. Many of you took these ideas back to your classrooms and used them to alert your students to the fact that many of their books are stereotypical in the broadest sense of the word, again without isolating sexism as an issue.

"Module #3 presented ways for helping your students develop the ability to resist some of the expectations imposed on them. Again, you did not have to deal directly with the issue of sexism to make these changes in your classroom.

"Module #4 and #5 focused on understanding how the structured elements in a classroom can allow for, or inhibit, the emergence of certain student characteristics. By concentrating on the characteristic of student independence, the classroom applications ideas you were given did not directly focus on sexism.

"Module #6 focuses on a presentation of the components of a nonsexist person, and stresses the power of teaching your students to have an expanded mental picture of what it means to be nonsexist so that they can begin to change themselves to match that expanded image. It is our feeling that it would be helpful to teach the components in as frontal a way as possible in your own classroom. However, we realize that while such a direct approach to nonsexism will be fine in some situations, others of you may find that the subject you teach, or the community in which you teach, would make such a frontal approach difficult to justify. Therefore, this module will define two alternative approaches to help you identify an entry point for the work you do about sexism in your own classroom as this course progresses."

2. Explain the two teaching alternatives:
   a. Alternative 1--the direct approach, involves teaching students the expanded mental picture of a nonsexist person by working directly on developing nonsexist component behaviors.
   b. Alternative 2--the indirect approach, involves teaching students the expanded mental picture of a "competent student" in a particular subject area by working on developing components of competence that also have implications for moving toward nonsexism.
3. Distribute the Classroom Activities Booklet to all participants.
   a. Ask them to read through it with an eye toward clarifying, for themselves, an appropriate alternative for teaching the components of a nonsexist person.
   b. Participants should pay particular attention to Section III of the booklet (pages 23-37).
4. Give participants an opportunity to ask you for further clarification of the two teaching alternatives, if needed.

Activity II. Choosing between teaching alternatives

Objective

*To encourage participants to choose one teaching alternative for introducing the components into their classrooms

A. To the leader:
1. Ask participants to indicate, by raising their hands, whether or not they've been able to choose between the two teaching alternatives.
2. Have participants form pairs of one "decided" person and one "undecided" person.

3. Ask that the "decided" partner interview the "undecided" partner, using Handout I, "Choosing between Teaching Alternatives" (pages 19).
4. At the end of the interview process, all participants should have been able to choose the teaching alternative that seems more appropriate for their classroom situation.

Activity III. Developing teaching strategies

Objectives
*To encourage participants to work in subgroups with a common focus
*To encourage participants to begin the process of developing teaching strategies they can implement in their own classrooms

A. To the leader:
1. Have participants form two large subgroups according to their choice of teaching alternative.
   a. Those who have chosen Alternative 1, the direct approach, will work together on developing classroom strategies designed to teach the components of a nonsexist person in a direct way.
   b. Those who have chosen Alternative 2, the indirect approach, will help each other develop classroom strategies for teaching the components that have clear implications for moving toward nonsexism.
2. You will be moving back and forth between the two subgroups as needed.

B. Alternative 1 subgroup goes through the following sequence:
1. All participants share their ideas about some of the ways they might introduce the components of a nonsexist person to their students.
   a. One possibility for structuring this sharing is to move around the group and have each particpant complete this sentence starter: "The kind of things I'd like to do are...."
2. Using the Classroom Activities Booklet, turn to Section III, Part A, Classroom Activity #10 (pages 30-33).
   a. Have participants take turns working through the role plays for each of the components so as to gain familiarity with this teaching strategy.
3. Have participants form small work groups (of four or five members) according to the age level of their students or the subject area they teach.
   a. Each small group should choose one component of particular interest to them, given their classroom situation.
   b. Each small group should develop a role play on their chosen component, one they can use later with their own students.

C. Alternative 2 subgroup goes through the following sequence:
1. Using the Classroom Activities Booklet, turn to Section III, Part B, (pages 34-37).
   a. Ask participants to read through the part that describes the process of developing "the components of a competent science student."
2. Have participants form small work groups (of three members) according to the age level of their students or the subject area they teach.

3. Each small work group goes through this process:
   a. Identifying the way in which they will label their work on components (e.g., "the competent science student," "the serious music student," "the independent teenager," "the good first grader," etc.)
   b. Listing the components that will describe the expanded mental picture they want to encourage in their students
   c. Matching these components with the list of components of a nonsexist person
   d. Adding any additional components of nonsexism that complement the expanded mental picture they want to encourage in their students
   e. Refining the language of their new list of components so that it is appropriate to their own classroom.
4. Small work groups should proceed to a discussion of ways in which to introduce their new list of components into their classrooms, using the Classroom Activities Booklet as a guide.

Module #7: Handout I

CHOOSING BETWEEN TEACHING ALTERNATIVES

The purpose of this interview is to help you think about the approach you will take when working on the components of a nonsexist person in your classroom.

These are the two teaching alternatives:

1. Teaching the components of the nonsexist person frontally.
2. Teaching an expanded mental picture of a "competent student" in your particular subject area, and then emphasizing how the components of competence overlap with the components of a nonsexist person.

*Consider the first possibility.

How does this approach suit the constraints and possibilities in your situation, given the community, the administration, the subject you teach?

_____

_____

How does this approach suit you personally? Are you aware of any personal enthusiasm or resistance to dealing with the components head on?

_____

_____

*Consider the second possibility.

Would this approach be better or worse for your particular situation? Why?

_____

_____

How does this approach suit you personally? Are you aware of any personal enthusiasm or resistance to dealing with the components indirectly?

_____

_____

CLASSROOM ACTIVITIES: A BOOKLET FOR PARTICIPANTS
TO USE WITH THEIR STUDENTS

COURSE DEVELOPMENT TEAM

Allie Mooney Mulvihill
Sunny Shulkin
Earline Sloan
Wendy Leebov Gollub

ADMINISTRATIVE TEAM

Debra Klinman, Project Director
Carol Farley Kessler, Administrative Coordinator
Wendy Leebov Gollub, Course Development Coordinator
Julie Moser, Project Secretary

SUGGESTED ASSIGNMENT:

Complete at least four activities in Section I.
Complete at least one activity in Section II.
Read through Section III and choose an alternative appropriate for your situation.

SECTION I: NOTING AND REINFORCING NONSEXIST BEHAVIOR IN STUDENTS

Classroom Activity #1: Do this every school day for one week.

*Read this at the start of the day: "Many times during each school day, I will say to myself that my students will show evidence of nonsexist behavior."
*At the end of each school day, finish the following sentence as many times as you can:

I considered it evidence of nonsexist behavior when (enter the name of a student and the behavior that s/he exhibited) _____
_____.

Classroom Activity #2: Do this every school day for one week.

*At the start of each day, choose several components of nonsexist behavior you are ready to encourage frontally. Write the components here: _____
_____.
*At the end of each school day, finish the following sentence as many times as you can:

I frontally encouraged (name of the component) when (describe what you did) _____.

Classroom Activity #3: Do this for one school week.

*On Monday, think of five students who seldom show any components of nonsexist behavior. During the week, reinforce any sign of nonsexist behavior in them.
*On Friday, write some examples of nonsexist behavior you noticed in all five students during the week. How did you reinforce them?

Classroom Activity #4: Do this for one school week.

*On Monday, think of five students who show components of nonsexist behavior.

Student Name	Frequently displayed components of nonsexist behavior	Other components you'd like to encourage
1._____	_____	_____
2._____	_____	_____
3._____	_____	_____
4._____	_____	_____
5._____	_____	_____

*On Friday, write about what you tried and what changes you observed. What were your impressions and reactions? How did your students react?

Classroom Activity #5: Do this for one school week.

*On Monday, select five students whom you think might be conflicted about one or more components of nonsexist behavior. During the week, find ways to let these students know that you value them and that you expect them to show evidence of nonsexist behavior.

Student names
1. _____
2. _____
3. _____
4. _____
5. _____

*On Friday, list a few of the things you did during the week to let the students know you care about them and that you expect to see evidence of nonsexist behavior. Comment on the response of these students to your concentrated effort.

Classroom Activity #6: An eight day self-monitoring device.

*On Monday, I was looking for (Component #1) and what I noticed was _____
_____

*On Tuesday, I was looking for (Component #2) and what I noticed was _____
_____

*On Wednesday....
*On Thursday....
*On Friday....
*On Monday....
*On Tuesday....
*On Wednesday, I was looking for (Component #8) and what I noticed was ____
_____

Classroom Activity #7: A daily observation checklist.

*During one school week, check the appropriate box to indicate the nonsexist behaviors exhibited by your female and male students.

Component	Monday		Tuesday		Wednesday		...	Friday	
	Females	Males	F	M	F	M		F	M
#1									
#2									
#3									
#4									
#5									
#6									
#7									
#8									

*At the end of the week, write about your observations. Were there sex differences in the demonstration of each component? If so, what were they? Why do you think you observed these differences? How could you reinforce the components equally for females and males?

SECTION II: RAISING STUDENT AWARENESS OF NONSEXIST BEHAVIOR IN THEIR OWN LIVES

Classroom Activity #1: Sharing circles about components of nonsexist behavior

Possible sentence starters include:

*One time this week I (student tells about a situation in which s/he treated females and males with equal respect) _____.

*One time this week I (student describes a component s/he noticed in self and wants to share) _____.

*One time I didn't (student names a component) and I regretted it because _____.

*A thought I've had recently about the components is _____.

*A new component I've recently adopted is _____.

*One time when I expressed a feeling that was hard for me was _____.

*One new thing I'm learning about myself is _____.

*One new thing I'm learning about other people is _____.

*One way in which I'm now treating females and males in this room differently is _____.

*A question I have about the components is _____.

*A new component that feels strange (good, bad, scary, etc.) is _____.

Classroom Activity #2: A component circle

*Everyone sits in a circle. Ask your students to think about the components of nonsexist behavior they've seen in each other. Remind them that they are all trying hard to develop nonsexist behavior and that it is important that each of these efforts be noticed.

*Have students give one another positive feedback, following a ritualized form:

*For example: "Heidi, I saw you treat girls and boys with equal respect by opening the auditorium door for Philip and Louie."

Classroom Activity #3: A component booklet

*Have students make a booklet which has a page for each component. Drawing from personal experience, students should write about or draw pictures to illustrate each component.

Classroom Activity #4: A daily component log

*Keep a classroom log. At regular times during each school day, ask your students to make entries in the log, describing, the nonsexist behaviors they've exhibited that day.

Classroom Activity #5: Student diaries

*Encourage your students to keep a diary of their experiences at home. At the end of every week, have them reread their diaries, searching for examples of change in their own behavior.

Classroom Activity #6: Setting goals

*As students begin to see a pattern in their behavior (through diary writing, processing, booklets, etc.) they will become aware of which components of nonsexism they already exhibit and which components they need to work on. Then, they can begin to set goals. A sequence for goal setting is:
  a. Choosing the goal and making it known
  b. Determining the setting in which to work on the goal
  c. Knowing how, and from whom, to get feedback (e.g., asking peers to tell you when they notice nonsexist behavior; asking the teacher for written feedback at the end of each week, etc.).
*Encourage your students to monitor their own progress as they move toward becoming more and more nonsexist.

SECTION III: ALTERNATIVE FOR TEACHING NONSEXIST BEHAVIORS

PART A: ALTERNATIVE 1, THE DIRECT APPROACH

Overview

This alternative involves teaching your students the expanded mental picture of a nonsexist person by working directly on developing components of nonsexist behavior. You may find that it would be helpful to reword the list of components so that the language is appropriate to the needs of your own students.

Classroom Activity #1:

*Put up a chart of the components. Explain each one to your students, using a variety of clarifying examples from your own life or from the experience of others, including famous personalities, incidents from TV, literature, films, etc.
*If you teach older students, ask them to think and write about ten or more examples of each component based on their own life experiences.
*If you teach younger students, ask them what kinds of pictures can be pasted or drawn on the chart so that they will remember what each component means.
*Based on what you've presented and discussed, ask your students to work in small groups. Their task would be to consider one component at a time and create a list of do's and don'ts. For example:

COMPONENT #3: Openly confronting sex bias in self, others, media, society at large.

Do's	Don'ts
Females open doors for themselves, males, and other females.	Males refuse to join clubs that exclude persons because of race or sex.

Classroom Activity #2:

*Write a story about a person who possesses every one of the eight components. This will help your students get a full mental image of such a person.
*Read the story out loud and then discuss it.
*If you teach younger students, ask them to come up with a name for your fictional character. Any name would be fine and would provide you with a common reference. For example, if a situation occurs where a boy cries and a girl calls him a sissy, you can refer back to the story character and ask the class, "How would (insert the character's name) have behaved here?"
*Read the story for a second time. Ask your students to identify each component. Students can show their awareness of the component in several ways (e.g., by calling out the number of the component they recognize, by holding up the number of fingers that corresponds to the component's number, by writing down their awarenesses and sharing it with the whole class at the end of the story).

Classroom Activity #3:

*Write a story about a person who possesses one component.
*If you teach young students, tell them the name of the component.
*If you teach older students, ask them to guess the component and to share the reasons for their guess.

Classroom Activity #4:

*Use a published story or article. Distribute copies to your students, who will look for and mark examples of nonsexist behavior and sexist behavior.
*Students can them rewrite the story so that all characters exhibit only nonsexist behaviors.

Classroom Activity #5:

*Ask your students to work in small groups.
*Each group will focus on one component in the following ways:
  a. Fleshing out all the behaviors of a person who possesses their component.
  b. Creating a story or play entitled "A Day in the Life of (character's name)" which incorporates as many examples as possible to illustrate their component.
*After all of the small groups have completed their work, make the point that a truly nonsexist person possesses all eight of the components.

Classroom Activity #6:

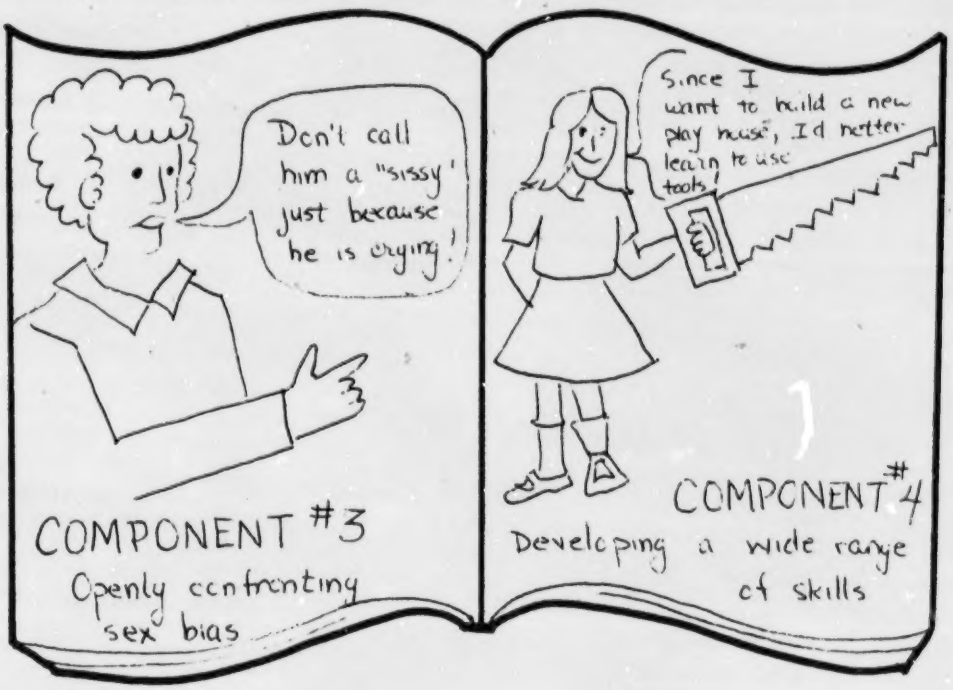
*Ask your students to look through biographical material in the library, fan magazines, People, Time, Newsweek, etc., to find as many examples of nonsexist behavior as possible.

Classroom Activity #7:

*Ask your students to watch a TV show, film, etc., and report back to the class about portions of the show where nonsexist behavior could be seen and portions of the show where sex stereotyped behavior could be seen.
*The class can then try to reconstruct the show or film so that all the characters show nonsexist behavior.

Classroom Activity #8:

*Ask your students to make individual booklets, writing the name of one component on each page, and illustrating the component with a meaningful picture. The class can brainstorm possible illustrations and the young student can select the scenario that seems most clear and important.


Don't call him a "sissy" just because he is crying!
COMPONENT #3
Openly confronting sex bias
Since I want to build a new play house, I'd better learn to use tools!
COMPONENT #4
Developing a wide range of skills

Classroom Activity #9:

*Encourage your students to interview someone outside of the classroom (e.g., principal, other teacher, neighbor, relative, etc.). After completing the interview and writing about it, each student can examine the information s/he gathered for signs of nonsexist behavior. (You may want to help your students brainstorm useful interview questions.)

Classroom Activity #10: Role playing

*Once your students have learned and understood nonsexist behaviors, they are ready to deal with any kind of material. Below is a suggested process for setting up role plays in which the first step can be written either by you, the teacher, or by the student themselves.

Step One: Write a scene that includes sexist behavior.
Step Two: Discuss ways to change the scene so that it will be less sex biased.
Step Three: Have your students replay the scene, demonstrating nonsexist behavior.

*The following are some examples. Change the scene and the process questions to fit into your own classroom situation:

Component #1: Being alert to sex bias in self, others, media, society.

Scene:
John and Joanna are shopping for presents. John finds a Bionic Man doll that comes equipped with tools, instruments and machinery. Joanna finds a Bionic Woman doll that comes equipped with clothes and shoes. John and Joanna both agree these will make perfect gifts and purchase them.

Process Questions:
What's inappropriate about the doll accessories?
What could John and Joanna have said to themselves about their purchases?
What could they have done?

Replay this scene, behaviorally demonstrating Component #1.

Component #2: Treating females and males with equal respect and attention.

Scene:
Bill and Diana are sitting in the front seat of Bill's car. Mike and Tom are sitting in the back seat. Tom is loaded down with heavy packages. The car stops. Bill gets out and walks around to open the door for Diana. Mike gets out on his side of the car. Tom, struggling, gets out on his side.

Process Questions:
What's unfair in this scene?
Why?

Replay this scene, behaviorally demonstrating Component #2.

Component #3: Openly confronting sex bias in oneself, others, media, society.

Scene:
Theresa is attracted to a particular Atlantic City hotel because of its many facilities: swimming pool, tennis courts, exercise room, etc. After several days of enjoying the pool and tennis courts, she approaches the exercise room and is told it is for men only. She is disappointed and goes to the movies instead.

Process Questions:
What's unjust in this scene?
What alternatives did Theresa have?

Replay this scene, having Theresa behaviorally demonstrate Component #3.

Component #4: Recognizing and taking steps to develop a wide range of personal qualities, skills and interests.

Scene:

Den and Barb divide the household chores in half. Den takes care of mechanical malfunctions and Barb does the cleaning and cooking. Den has stayed home today because he has a bad back. When Barb tries to start the car, she discovers the battery is dead. She sees her three neighbors out on the front lawn: Sue, Alice, and Ron. She calls Ron and asks him to help with the car. That night, Den and Barb look through the catalog of evening courses offered at the local high school. Den signs up for Carpentry and Barb signs up for Gourmet Cooking.

Process Questions:

How would Barb describe herself?
How does Barb perceive other women? Other men?
How accurate are those perceptions?
List three or four skills you imagine Barb could think about developing.

Replay this scene, having Den and Barb behaviorally demonstrate Component #4.

Component #5: Feeling and expressing a wide range of emotions that go beyond the limits of traditional sex-role socialization.

Scene:

Susan has applied for a promotion for the position of sales manager. She has worked in the department for five years and is qualified for the position. Mr. Jones tells her that he has decided to promote Jim Jackson to the position. He says, "I know Jim has just been with us for a short time, but he has a wife and two children to support. He needs the salary increase." Susan says she understands and is, in fact, very sympathetic about the difficulty of Mr. Jones' decision.

Process Questions:

What's unfair about this incident?
What other feelings do you suppose Susan had?
What are alternative responses to her passive acceptance?

Replay this scene, having Susan behaviorally demonstrate Component #5.

Component #6: Acknowledging a wide range of strengths and weaknesses in self and others.

Scene:

Juan and Henry were good friends and told each other everything. Juan told Henry that he would have won the swimming race if Jim hadn't cheated. He told Henry that he would have gotten 100% in the math test if the teacher had asked fair questions. When Juan flunked his driver's test he told Henry it was because he had a bad instructor.

Henry told Juan that he thought that he considered himself excellent at tennis but mediocre at cards. He told Juan he wished

he could learn to iron his shirts better and ski downhill. He told Juan he was getting better at controlling his temper, but once in a while it still got out of hand.

Process Questions:

What's the difference between Juan and Henry?

Which one do you think has a more accurate picture of his own strengths and weaknesses?

Replay this scene, having both Juan and Henry behaviorally demonstrate Component #6.

Component #7: Taking responsibility for one's physical self.

Scene:

Jenny is a healthy 25-year-old woman. Last night she met Tim and found him attractive. Tim comes over to visit her today, and finds her about to move her refrigerator so that she can clean behind it. Tim says, "Don't move that. It's too heavy for you. Let me do it." Jenny steps out of the way as Tim pushes the refrigerator into the center of the floor.

Process Questions:

What inaccurate information does Tim have about women?

What reasons did Jenny have for hiding her strength?

What would be the consequences of her continuing to keep her physical strength a secret?

Replay this scene, having Jenny behaviorally demonstrate Component #7.

Component #8: Seeking to become more automous and independent.

Scene:

Fran must go into the hospital for a few days. Her husband, Jack, has decided to move in with his sister. Since his sister lives 25 miles from Jack's place of business, it will be difficult for Jack to get to work each day. "On the other hand," says Jack "I won't have to worry about how I'm going to get my hot meals cooked and my laundry washed. Sis will take care of everything."

Process Questions:

How wise a move is this for Jack?

Why is he doing it?

What are the alternatives?

Replay this scene, having Jack behaviorally demonstrate Component #8.

PART B: ALTERNATIVE 2, THE INDIRECT APPROACH

Overview:

This alternative involves teaching your students the expanded mental picture of a "competent student" in a particular subject area. You will be developing components of competence, emphasizing the ones that overlap with the components of nonsexism.

A prototypical process: Developing the "components of a competent science student"

1. Develop a rationale.
   a. Try thinking about these questions:
      1) How do sex-role stereotypes affect science today?
      2) How do issues of sex bias and science connect?
      3) How could it be helpful for students to be aware of the answers to these two questions?
      4) What problems are caused for scientists and the field of science by sex stereotyped attitudes?
      5) What are the purposes of teaching science in schools? How does sex bias work against any of these purposes?
      6) How are sex-role stereotypes affecting my students' attitudes toward and involvement in science right now?
      7) How could my students, as scientists, benefit from becoming less sex biased in their attitudes and behaviors? Now? Later in life?
   b. Your thoughts might lead to developing this three-point rationale:
      1) Point #1: We need to attract more creative people into scientific endeavors.

"In our society, we need to encourage many people to enter science. We need creative future scientists to help our society advance in several ways--by building our technology, by solving the problems today's scientists are creating, by finding ways to save our environmental resources, by discovering more efficient ways to feed the world population, by working on solutions to our energy crisis, etc. Our country needs many scientists who are creative and concerned people.

"Thus, society expects its schools to teach students some of the basic operational principles of science; more importantly, it expects the schools to encourage many students to enter scientific fields. This does not always happen, especially in relation to the thousands of females who have the potential to become creative scientists.

"Why? Because students are attracted to, and convinced to pursue careers in, various scientific fields based not as much upon their previous scientific knowledge as upon their attitudes and the attitudes of other people. For example, corporation managers claim that they are trying desperately to hire more women scientists. However, there just are not enough well trained females to fill the available positions. It seems that even though girls do as well in science courses as boys, few girls are prepared to oversome the societal attitude that 'science is not for women.' Even those women who do enter the field are often kept from achieving their fullest potential because of the damage done to their self-concept by their own attitudes and those of their male colleagues.

"Thus, it is clearly appropriate to expand the goals of a science class beyond content per se. A good science teacher must help all students develop the values, skills, and attitudes that they need in order to understand their own potential for success as future scientists."

2) Point #2: Knowing one's biases is essential if one is to develop the objectivity required by science.

"Another important reason for dealing with attitudes is receiving substantial exposure in the press these days. We have been taught a myth that scientists are strictly logical and rational, that science is a gradual cumulative process, and that the truths uncovered by scientists are universal, culture free, and value free.

"However, none of these claims are facts. The answers scientists discover depend in large part upon the questions they ask and the data they scrutinize. Even if there is a logical process that leads from a question to its answer, biases and irrationalities could have determined the formulation of the question in the first place. If Nazi scientists had asked 'How is the German race superior to other races?', they could probably have organized a great deal of statistical 'evidence' to prove their case.

"The biases of scientists today are sometimes, although not always, more subtle than the Nazi example. For instance, scientists working for drug companies frequently declare a particular drug absolutely safe, and only later does the public discover the drug's disastrous side effects. The scientists did not deliberately lie or consciously try to cover up evidence. It's more likely that they had a vested interest in supporting and promoting the drug and did not think to run certain important tests. A scientist who wanted to get evidence to condemn the drug, or even a scientist not working for the drug company, might approach the testing of the drug from an entirely different point of view and consequently come up with different answers.

"Scientists today must know that only by learning more about themselves--including their own biases and cultural assumptions--can they approach the goal of true scientific objectivity."

3) Point #3: In this technological society we all need healthy attitudes toward science in order to function adequately as human beings.

"Even if you are one of the many who will never have a career in a scientific field, science still touches many aspects of your life. To be an adequately functioning human being in the twentieth century, you need basic scientific knowledge and you need healthy attitudes regarding yourself and science, yourself and technology, and yourself in relation to machines.

"Your attitudes and knowledge influence the degree to which you feel in control of your life and the things around you. In summary, there are many different reasons for examining attitudes in science classes, and many different kinds of attitudes are appropriate topics for a comprehensive course in science." (Place particular emphasis upon the content of this final paragraph.)

2. Ease into dealing with sex bias in the classroom.

"To begin, I'd like to introduce a set of attitudes that greatly affect how people feel about themselves and science, and show how some of these attitudes are related to sex-role stereotypes. These attitudes are developed more because of gender--whether you're girl or boy, female or male--than because of any objective reality. Biased attitudes cause problems: women, on the one hand, aren't attracted to science; and men, on the other hand, feel they are not welcome in many other fields because they are males. Women tend not to learn to fix simple things and so they are at the mercy of the mechanics or they stay dependent upon their husbands ("Honey, will you fix this?"). Men often feel as if they have to carry a great burden; they feel inadequate when they don't know certain things (because, of course, men are supposed to know everything!).

"Our country today has lots of problems. If we are going to encourage creative, concerned people to work on them, women and men are going to have to rise above sex biased attitudes.

"Science and technology touch every facet of our lives. To be adequate, functioning, healthy human beings today, we all have to rise above sex biased attitudes in our lives."

3. Develop a list of components.
   a. Identify an appropriate label for the expanded mental picture you want to introduce (in this case, "the components of a competent science student").
   b. List the components that describe the expanded mental picture you want to encourage.
   c. Match these components with the list of components of a nonsexist person, emphasizing those that overlap.
   d. Add any additional components of nonsexism that complement the expanded mental picture you want encourage.
   e. Refine the language of your new list of components so that it is appropriate to the needs of your own classroom.
4. A possible list: "The Components of the Competent Science Student"
   *Actively seeking to become more knowledgeable in science (overlaps with nonsexism Component #8).
   *Maintaining a questioning attitude.
   *Being rigorous and exact when conducting experiments.
   *Being able to report scientific findings clearly.
   *Seeking to function in a variety of modes, both as an independent scientist and as a collaborative scientist (overlaps with nonsexism Components #4 and #8).
   *Acknowledging personal areas of strength and weakness as a knowledgeable scientist (overlaps with nonsexism Component #6).
   *Being able to interact respectfully and skillfully with scientific equipment and materials (overlaps with nonsexism Components #4 and #8).
   *Treating fellow scientists with respect, regardless of race, sex, age, etc. (overlaps with Component #2).
   *Seeking to be a socially responsible scientist (overlaps with nonsexism Components #1 and #3).
   *Being alert to and confronting personal and societal biases in scientific investigations and reports (overlaps with nonsexism Components #1 and #3).
   *Seeking to develop a wide range of scientific interests and skills (overlaps with nonsexism Component #4).

5. Introduce the components.

   "I have developed a list of characteristics that I call the 'Components of a Competent Science Student.' These components focus on the skills, qualities and attitudes that you need to build in order to be as good a scientist as you possibly can be. Many of the components will also help you examine and change some of the sex stereotyped attitudes that may be interfering with your ability to be a really competent scientist."

6. Use the ideas in this Classroom Activities Booklet, adapting them to your own component list. Find a variety of ways to help your students understand and internalize the expanded mental picture you want to encourage in them.